

Level 2 Technical Certificate in Make-up Artistry (6010-20)

September 2019 Version 1.1

Guide to the examination

Document version control

Version and date	Change detail	Section
1.1 September 2019	<ul style="list-style-type: none">Unit 201, Number of marks per section	Content assessed by the exam
	<ul style="list-style-type: none">Unit 203, Number of marks per section	Content assessed by the exam

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Make-up Artistry**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

Level 2 Make-up Artistry - Theory exam (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

This qualification involves a one year programme of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

In order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper (6010-520) or online (6010-020).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 10 -12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	43%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	37%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

The exam assesses:

- **Unit 201: Principles of working in the make-up industry**
- **Unit 202: Anatomy and physiology for make-up artists**
- **Unit 203: Principles of researching, planning and showcasing designs**
- **Unit 204 The art of applying make-up**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
201 Principles of working in the make-up industry.	1 Understand how to work safely within the make-up industry	1.1 Safe working practices when working in the make-up industry 1.2 Legislation relevant to the make-up artistry industry 1.3 Skin sensitivity tests to be carried out before make-up artistry	13

		1.4 Contra-indications and contra-actions that influence make-up artistry	
	2 Understand the principles of working with others in the make-up industry	2.1 Communication methods that support working in the make-up industry 2.2 Behaviours that support working in the make-up industry 2.3 Sales opportunities when providing make-up services	
202 Anatomy and physiology for make-up artists	1 Know the structure and functions of skin and hair	1.1 Structure and function of skin 1.2 Characteristics and structure of hair	6
	2 Know the skeletal system	2.1 The function of the skeletal system 2.2 The location of bones in the face and upper body	
	3 Know the muscles of the face and upper body	3.1 The location of the muscles of the face 3.2 The location of the muscles of the upper body	
203 Principles of researching, planning and showcasing designs	1 Understand the principles of researching for make-up artistry designs	1.1 Researching for make-up designs 1.2 Influences on current make-up trends	17
	2 Understand the principles of planning make-up designs	2.1 Planning for make-up and hair design 2.2 Budgeting for make-up artistry services	
	3 Understand the principles of showcasing designs	3.1 Producing portfolios 3.2 Showcasing make-up design ideas	

204 The art of applying make-up	1 Understand tailoring services to individual client characteristics	1.1 Skin colour, types and tones 1.2 Colour correction 1.3 Enhancing and correcting face shapes	12
	2 Understand the uses of products, tools and equipment	2.1 Make-up products 2.2 Tools and equipment for make-up artistry 2.3 Care of products, tools and equipment	
	3 Create looks using make-up techniques	3.1 Photographic make-up 3.2 Prepare for make-up services 3.3 Provide make-up artistry services 3.4 Provide aftercare advice and recommendations	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
Total marks for exam:			60 Marks

* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.

Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc
Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response)</p> <p>These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State five benefits of producing a mood board. (5 marks)</p>	<p>Answer: 1 mark each for any of the following, to a maximum of 5 marks:</p> <ul style="list-style-type: none">• Express ideas.• To initiate discussions.• To present to clients.• To support the agreement of ideas.• To develop ideas/themes.• To showcase creative skills.• For continuity.• Template to work from.• Show creative story.

Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

A make-up artist is booked to complete a bridal make-up service and has noticed the client has small, red blisters around their mouth.

- a) State the skin disorder these symptoms suggest. (1 mark)
- b) Explain the safety considerations to take when carrying out the service. (6 marks)

Answer:

a)

1 mark for each of the following, to a maximum of 1 mark:

- Cold sore.

Do not accept:

- Impetigo.

b)

1 mark each for any of the following, to a maximum of 5 marks:

A maximum of 3 marks can be awarded for identification of safe actions:

- Use disposable applicators (1) to avoid spreading infection (1).
- Wear personal protective equipment (1) to protect self from infection (1).
- Sterilise all equipment after the service (1) to avoid cross contamination (1)
- Decant products before use (1) to avoid product contamination (1).
- Client can apply to effected area (1) to avoid discomfort (1).
- Wash hands before and after service (1) to protect self/others from infection (1).
- Safely dispose of waste (1) so that contaminated waste does not come into contact with others (1).

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

A freelance make-up artist has been contacted by a client who is getting married in August. The client would like both herself and her mother to have their hair styled and make-up applied for the big day.

Discuss the considerations when planning and preparing.

(12 marks)

Mark scheme

Indicative content:

- Investigate needs and wants eg skin types, conditions, tone, colour, face shape
- After-care and recommendations for the day
- Costings/ Travel / timely ordering of products/ cost efficiency
- Trial runs
- Effects of lighting
- Make-up is suitable for photography
- Suggested make-up and hair application techniques
- Time of year of the wedding and time of day may affect product choice
- The theme/style of the wedding may influence designs.

Band 1 (1 – 4 marks)

The response covers a limited range of considerations that should be taken into account when planning for a wedding make-up and hair look. A basic understanding of planning and a few examples have been provided of different products and techniques to meet the needs of one or both of the clients. Discussion is not well developed and there is little attempt in providing reasons for product and technique choice.

To access the higher marks in the band, the response needs to show comparisons which demonstrates an understanding into the adaptations required when working on different clients.

Example band 1 response

Firstly the make-up artist will arrange a trial run with the bride. The make-up artist will complete a consultation to understand details of the wedding day such as colour scheme and theme of the wedding, so the bride's make-up and hairstyle can complement this. The bride's needs will be discussed and the make-up artist will look at her skin type to determine what make-up products and application techniques to use. A face chart will be produced that will provide the make-up artist with something to work from on the day of the wedding. The make-up artist will have to work out costings and would need to consider product and travel costs when budgeting.

Band 2 (5 – 8 marks)

The response covers some of the main considerations to take into account when planning for a wedding make-up and hair look. Some discussion showing an appropriate level of understanding into the adaptation of products and techniques for different client's needs. Some thought has been made into the specific commercial aspects of the planning process. A wide range of considerations have been made throughout and there is some evidence supporting and justifying decisions.

Example band 2 response

As a freelance make-up artist, it is important to ensure you have the relevant insurance to protect you against any potential claims. The make-up artist will arrange a trial run for the bride. During the trial, the make-up artist should complete a detailed consultation with the bride to understand details of the wedding day. It is particularly important to be aware of the colour scheme; theme of the wedding and time and date of the wedding so the bride's make-up and hairstyle can complement this. In order to determine the bride's needs, the make-up artist will look at her skin type; skin tone; skin colour; hair type and hair condition. This will allow the make-up artist to decide what products and techniques she should use. For example if the bride has oily skin then powder should be applied. Certain hairstyles may not work depending on the texture and length of the bride's hair. A face chart should be produced after the trial so the make-up artist can refer to it on the day of the wedding and check that the client is happy with product choices and the finished look. When carrying out a bridal make-up, it is important not to use products that contain a high SPF and translucent powder as this will make the face appear washed out. After the make-up is completed the make-up artist will need to provide after-care advice and recommendations to both the bride and mother of the bride. This is to ensure they can maintain the look all day and achieve the best results.

Band 3 (9 – 12 marks)

A thorough and well prepared response that covers a broad range of considerations with relevant links to all technical and commercial aspects necessary for carrying out a wedding make-up and hair look. All stages of the planning process together with the reasons behind the choices made for each client are provided. Clear differentiation between the client's needs are provided including consideration for how the looks should look complement one another.

To access the higher marks in this band, the response will be clear, coherent and comprehensive with all relevant considerations discussed with accurate and fully justified recommendations.

Example band 3 response

As a freelance make-up artist, it is important to ensure you have the relevant insurance to protect you against any legal action. For example public liability insurance will cover you if someone is accidentally injured as a result of your business.

The make-up artist should carry out a trial run before the day of the wedding. The mother of the bride may wish to attend a trial run as well. This is to try and achieve a real representation of the day and to make the bride feel confident as to how she will look on the day. The make-up artist should complete a detailed consultation with the bride in order that decisions can be made on colour choice and application techniques. The make-up artist needs to understand the bride's colour scheme; venue details; time and date of the wedding; additional members of the wedding party requiring hair and make-up; contact details; wedding style; bouquet colours; accessories being worn and any medical conditions that may be relevant. The make-up artist will investigate the bride's needs by examining her skin type and conditions, hair type, skin tone, skin colour and face shape. These will differ for the bride and the mother of the bride. For the mother of the bride shimmery eye shadow and too much powder should not be used. Once the trial has finished the make-up artist will complete a face and hair chart which will contain the agreed make-up design; colour selection; adaptation and techniques and products and brands. Lighting is an important factor when carrying out a bridal make-up service. Natural day light is the best light to apply make-up. Products that contain a high SPF should be avoided because the flash will reflect off the face causing the face to look washed out. Depending on the season and the timing of the wedding certain factors should be considered as this may affect how the make-up appears. The make-up artist will need to work out the costings. Travel costs, product costs and working time should be part of this consideration. The make-up artist will need to work out a timing schedule for the day to ensure they have time to find the venue; set up and prepare the work station) and have enough time to carry out the hair and make-up for the bride and her mother. After the make-up is completed the make-up artist will need to provide after-care advice and recommendations. This is to ensure they can maintain the look all day and achieve the best results. They should avoid touching their face and hair and have a clear understanding how to remove make-up and deconstruct their hair do at the end of the day.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will

answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <http://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/6010-theatrical-and-media-makeup#tab=information> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>